

# **Year 2 Student Quizzes**

<b>Direct Support Professional Training Year 2</b> <b>Session 1: Supporting Choice</b> <b>Identifying Preferences</b>	<b>Quiz</b>
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Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

- |   |
|---|
| 1. <b>T / F</b> DSP stands for <i>Direct Support Professional</i> . |
|---|

The answer is **True**, so the **T** is circled.

1. **T / F** Making choices increases an individual's daily enjoyment.
2. **T / F** It is important to support an individual in making choices to increase his or her participation in activities, enjoyment of life and to decrease challenging behaviors.
3. **T / F** Choice-making opportunities must be presented in a way that each person can understand.
4. **T / F** It doesn't matter if you offer apple juice as a choice when you only have grape juice available.
5. **T / F** Choosing between a tuna fish or peanut butter sandwich for lunch is an example of an open-ended choice.
6. **T / F** Maria is learning about making choices. You ask Maria what she would like to do. She does not respond. You should ask the question in another way, offering Maria a choice of two activities.
7. **T / F** When you provide a choice opportunity you must respect the person's choice.
8. **T / F** Individuals often show they do not want an item by turning away, frowning or pushing the item away.
9. **T / F** You will be taking too much time to assist an individual if you offer the individual the option to take a bath or a shower.
10. **T / F** The more times a person has the opportunity to make a choice, the better he or she will learn to make choices.

## Direct Support Professional Training Year 2

### Session 2: Person-Centered Planning

### Quiz

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

- |   |
|---|
| 1. <b>T / F</b> DSP stands for <i>Direct Support Professional</i> . |
|---|

The answer is **True**, so the **T** is circled.

1. **T / F** Having a good quality of life is not important to people with developmental disabilities.
2. **T / F** Your “must haves” are the things you need in your everyday life.
3. **T / F** People with developmental disabilities aren’t able to make choices about where to live or with whom.
4. **T / F** The individuals you support should have the opportunity to do what they like to do.
5. **T / F** The purpose of person-centered planning is to figure out ways to support an individual’s choices, needs and preferences.
6. **T / F** The individual with the developmental disability is the most important person on his or her planning team.
7. **T / F** Asking an individual about his or her likes and dislikes is one of the best ways to find out what he or she likes to do.
8. **T / F** A goal of person-centered planning is to make it easier for staff to plan large group activities.
9. **T / F** Regional center service coordinators help individuals find and access services that support individual choice.
10. **T / F** You should only communicate with an individual’s family when there is a problem.

**Direct Support Professional Training Year 2**  
**Session 3: Person-Centered Planning cont.**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

1. **T / F** The regional center service coordinator helps write the IPP.
2. **T / F** Goals tell you what the person wants to do or learn.
3. **T / F** The IPP affects what you do every day with the people you support.
4. **T / F** The team leader at an individual's planning team meeting makes the final decision about what is written in the IPP.
5. **T / F** Your job includes helping the individual think about things he or she would like to talk about in his or her planning team meeting.
6. **T / F** Objectives are the steps that will be taken to meet an IPP goal.
7. **T / F** An IPP includes timelines for meeting goals and objectives.
8. **T / F** Progress notes are written to document only negative events in a person's life.
9. **T / F** When writing progress notes, you should write whatever comes to your mind.
10. **T / F** "An individual with a disability" is an example of people first language.

**Direct Support Professional Training Year 2**  
**Session 4: Communication, Problem Solving**  
**and Conflict Resolution**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

1. **T / F** Each time you are with a person you can help him or her learn to communicate.
2. **T / F** A communication board is an example of a communication system.
3. **T / F** Marion's words were not clear when she asked for dessert. To make sure that he had understood correctly, the DSP repeated what he thought he heard Marion say. This is an example of active listening.
4. **T / F** An important part of understanding conflict is to try to see things as the other person sees them.
5. **T / F** Consuelo needs help in communicating to the waitress about what she wants to order for lunch. The waitress brings juice but Consuelo had asked for a milkshake. You could be an advocate by helping Consuelo talk to the waitress about her choice of drinks.
6. **T / F** The bus driver never stops where Ricky wants to stop. You should help Ricky talk to the bus driver.
7. **T / F** If the person probably won't understand you, then you don't need to talk through each activity.
8. **T / F** The first step in problem solving is to decide upon a solution.
9. **T / F** Using "I" statements and sticking to the topic are both rules to use when resolving conflicts.
10. **T / F** The best time to teach coping strategies is when a person is calm and in a good mood.

**Direct Support Professional Training Year 2**  
**Session 5: Positive Behavior Support**  
**Understanding Behavior as Communication**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

1. **T / F** Behavior is a form of communication.
2. **T / F** Behaviors are measurable, observable and can be documented.
3. **T / F** A-B-C stands for Antecedent, Behavior, and Consistent.
4. **T / F** An antecedent happens after a behavior.
5. **T / F** Illness, pain and medication side effects are all examples of possible behavior “triggers” or things that may be a reason for a challenging behavior.
6. **T / F** Smiling is an example of a tangible consequence.
7. **T / F** If you don’t see a pattern in a person’s behavior, you should continue to observe and record A-B-C data.
8. **T / F** The scatter plot is a tool for establishing staff rotation schedules.
9. **T / F** Whining in order to avoid doing the dishes is an example of an escape behavior.
10. **T / F** A functional assessment helps explain what the person’s behavior is trying to tell you and what maintains the behavior.

**Direct Support Professional Training Year 2**  
**Session 6: Positive Behavior Support**  
**Adapting Support Strategies to Ensure Success**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

1. **T / F** When developing a positive behavior support plan, working as a team is the single most helpful strategy to use in identifying replacement skills.
2. **T / F** A replacement behavior serves a different purpose for the individual than the challenging behavior.
3. **T / F** Use the same teaching methods with everyone to save time.
4. **T / F** Routines make life less predictable.
5. **T / F** A stomach ache can be a behavior trigger.
6. **T / F** It is more important to focus on what an individual is doing right than on what he or she is doing wrong.
7. **T / F** If you want a behavior to happen again you must ignore it.
8. **T / F** Ignore the behavior, not the person.
9. **T / F** Data collection is important because it can show if an individual support plan is working or not working.
10. **T / F** You have been following an individual's support plan to change a target behavior. The data you have been collecting shows that there has been no change in the behavior over time. This is a good time for the planning team to meet.

**Direct Support Professional Training Year 2**  
**Session 7: Teaching Strategies**  
**Personalizing Skill Development**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

1. **T / F** The first step in teaching a new skill is establishing a good relationship with the person you are teaching.
2. **T / F** If a person can't learn to do the entire skill, then don't teach it.
3. **T / F** You should only reinforce an individual when he or she has learned the entire skill.
4. **T / F** Providing a lot of help at the beginning and then less help as the person learns the skill is called *most-to-least assistive prompting*.
5. **T / F** Using picture recipe cards can make teaching someone to cook easier.
6. **T / F** The use of adaptive devices and environmental adaptations can help an individual to learn new skills and to overcome sensory and/or physical disabilities.
7. **T / F** Listening to music while learning to wash dishes is an example of changing the physical environment to make learning more fun.
8. **T / F** If a person can generalize a skill, he or she can then use it in any situation where the skill would be needed.
9. **T / F** The skills you teach should help the person live, work and play more independently.
10. **T / F** Teaching a person skills you think he or she should know is an example of being responsive to the person's individual learning style.



**Direct Support Professional Training Year 2**  
**Session 8: Teaching Strategies**  
**Ensuring Meaningful Life Skills**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

1. **T / F** The best way to teach meaningful skills is to do the skill for the person until he or she understands how to do it alone.
2. **T / F** Putting pegs in a pegboard over and over again is a functional skill for an adult.
3. **T / F** Functional skills are skills that all people need to live, work and play in their community.
4. **T / F** Teach all of the same skills to children and adults.
5. **T / F** It is best to use “play money” when teaching an individual how to make a purchase.
6. **T / F** A natural outcome of learning how to make a pizza is eating it after you bake it.
7. **T / F** The individual and people who know the individual best should help develop a teaching plan.
8. **T / F** When following a teaching plan to teach an individual a new skill, you should teach the steps in the task analysis in whatever order the individual wants.
9. **T / F** You can help an individual maintain a new skill that he or she has learned by providing opportunities for the individual to use the new skill. For example, an individual has learned to use a napkin. You help the individual maintain the new skill by making sure he or she has a napkin to use at every meal.
10. **T / F** The teaching plan should include opportunities for the person to practice the new skill in a natural setting.

**Direct Support Professional Training Year 2**  
**Session 9: Supporting Quality Life Transitions**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

1. **T / F** Loss of familiar routines, loss of an important relationship or moving to a new living environment can all cause stress in an individual's life.
2. **T / F** The stages of life include infancy, childhood, teenage years, adulthood and old age.
3. **T / F** Grief is a natural part of learning to deal with a loss.
4. **T / F** Everyone grieves in the same way.
5. **T / F** Never shake a baby.
6. **T / F** It's okay to leave an infant alone.
7. **T / F** If over time Anton stops keeping his living area clean, it may mean he is losing his eyesight.
8. **T / F** Decreasing caffeine consumption and increasing exercise may help a person sleep better.
9. **T / F** Physical exercise should only be part of a daily routine for children.
10. **T / F** Dancing to music on the radio, planting a vegetable garden and climbing up and down stairs are all examples of exercise.

**Direct Support Professional Training Year 2**  
**Session 10: Wellness**  
**Medication**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

1. **T / F** *PRN* means medications must be taken daily.
2. **T / F** Medication should be stored in a locked cabinet or, if the medication needs to be refrigerated, in a locked container in the refrigerator.
3. **T / F** You must get a new medication label from the pharmacy if the doctor changes the dosage.
4. **T / F** Initial the medication log right after the person takes the medication, not before or hours later.
5. **T / F** If a medication has to be taken twice a day, it always means in the morning and at bedtime.
6. **T / F** Notify the person's physician immediately if a medication error occurs.
7. **T / F** Asking the pharmacist is a good way to find out about the possible side effects of medications.
8. **T / F** The first thing to do when assisting with the self administration of medication is to wash your hands.
9. **T / F** It's okay for you to decide to crush capsules when the individual is having trouble swallowing them.
10. **T / F** Regular kitchen teaspoons are accurate for measuring liquid medication.

**Direct Support Professional Training Year 2**  
**Session 11: Wellness**  
**Promoting Good Health**

**Quiz**

Directions: Answer each question by circling **T** for **True** or **F** for **False**. Look at the example in the box below:

1. **T / F** DSP stands for *Direct Support Professional*.

The answer is **True**, so the **T** is circled.

1. **T / F** A person's health history includes family information and information about past and present illness.
2. **T / F** You should talk and listen to a person in order to better understand his or her support needs.
3. **T / F** Changes you observe in an individual may be signs and symptoms of an illness.
4. **T / F** "I think she is eating too much," is a statement of fact.
5. **T / F** Standard (or Universal) Precautions are rules for crossing the street.
6. **T / F** Two ways germs can spread are by coughing and sneezing.
7. **T / F** The best way to control the spread of germs is to use standard precautions, such as wearing gloves and washing hands.
8. **T / F** When the weather is cold and rainy, you should wear disposable gloves.
9. **T / F** An important part of your job is to protect yourself and the individuals you support from accidents and injury.
10. **T / F** Red swollen gums, bleeding gums and loose teeth are signs of a healthy mouth.